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ABSTRACT

Intended for classroom use, this book presents language arts activities for either the elementary or the secondary level. The first section contains speaking, listening, reading, and writing activities for elementary school students, with activities that are also appropriate for students at the secondary level. The second section, for the secondary level, combines the speaking, listening, reading, and writing activities into such projects as writing a class poem, preparing a persuasive speech, playing synonym bingo, and writing a news story. (EL)

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Recipe Book for Communication Skills

VOLUME II

Chef Readmore

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RECIPE BOOK

FOR

COMMUNICATION SKILLS

VOLUME II

Division of Reading Effectiveness
Indiana Department of Education
H. Dean Evans, Superintendent

March 1986

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ELEMENTARY ACTIVITIES

CONTENTS - SPEAKING ACTIVITIES FOR ELEMENTARY GRADES

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S2	Puppet Show
S3*	Radio Broadcast
S4	Current Events
S5	Star of the Week
S6	Announcements of the Day
S7	Oral Biography Book Reports
S8	Flannel Book Reports
S9	Picture Speaking
S10	Interviews

*Indicates activity suitable for Secondary and/or Junior High students.

Activity S-1

Textures

The teacher collects various common objects (see listing below) that can be placed in a paper bag for this activity. The teacher places one object in a paper bag and selects a student to try to identify the object. The student uses descriptive words to help the other students play along in the activity. (e.g., rough, soft, scratchy, large, small, round, etc.) If the student cannot guess the object, other students in the class can guess. This activity can also be done using swatches of material glued to tag board. (e.g., satin, wool, corduroy, terry cloth, lace, oilcloth, fur, powder puff, velvet, carpeting, etc.)

Suggested objects for the game are:

* stones
* clay
* brushes
* tinsel
* rope
* soap
* shells
* sponges
* candles
* buttons
* paper clips
* yarn
* bottle caps or lids
* pine cones
* pencils
* toys

Mossie N. Deaton
Daniel Webster Elementary
Indianapolis Public Schools
Indianapolis, IN

Activity S-2

Puppet Show

The students read a story or the teacher reads a story aloud to the class. Each student selects a character from the story and constructs a puppet of the character. (The puppets may be made from paper bags, old material, etc.) The students then write a script for the puppet show. Each student memorizes his lines and a practice session is held. The students perform in groups, so that every student will have an opportunity to perform and to listen. They may also make their own scenery and puppet stage to keep in the classroom at a learning center. The students may perform the play for other classes or for parents.

Barbara Fletcher
Francis Bellamy Elementary
Indianapolis Public Schools
Indianapolis, IN

Activity S-3*

Radio Broadcast

The principal and staff develop a school radio broadcasting system. The school intercom system is used for the broadcasting. Each classroom. in the school gets an opportunity to do a broadcast during the school year. A committee of teachers, students and the principal meet to make up a program format to be followed by all the classes. For example, a daily program might include:

* The pledge of allegiance.
* A weather report.
* Birthday wishes.
* Coming events.
* Events of the day.
* Award announcements.
* Special readings.
* A continued story.
* School sports report.
* Special messages of interest from the principal, staff, students or parents.
* A special music selection.
* Recognition of famous person's accomplishments that happened on that day.

This activity is effective at the beginning of the school day.

Jo Pratt
Grassy Creek Elementary
MSD Warren Township
Indianapolis, IN

Activity S-4

Current Events

A period once a week is set aside for Current Events sharing. The students bring in newspaper articles on various topics of interest to that grade level. Each student is responsible for reading his article in advance and preparing a small presentation to be given orally. The student then asks for questions and is responsible for directing the discussion of the article.

Becky Miller
West Noble Elementary
West Noble Corporation
Ligonier, IN

Activity S-5

Star of the Week

Each student has the opportunity to make a bulletin board about himself. Pictures, trophies, or items representing hobbies are brought in for display by the selected student. The display is for a one week period. On Friday, the student answers questions about his display. Each student can also prepare a 3 minute presentation about his life and present it orally before the question period. These presentations may be tape recorded and played for parents during open house week, etc. The teacher can take a picture of the bulletin board display and keep a class album.

Guion Creek Elementary
MSD Pike Township
Indianapolis, IN

Activity S-6

Announcements of the Day

A student is selected each morning to read the daily announcements to the class. The teacher writes out the announcements and gives them to the student to read to the class. The daily school menu may be included in the announcements. This activity may be modified to have a student responsible for writing the announcements.

Stephen Decatur Elementary
MSD Decatur Township
Indianapolis, IN

Activity S-7

Oral Biography Book Reports

Each student chooses a book about a person he would like to learn more about. The student reads the book carefully, then "becomes" the person in the book as he reports about his life to the class as an oral book report. Students can add to the authenticity by dressing in a manner resembling the person he is portraying.

Laura Stephens
Ridge View Elementary
Hobart City Schools
Hobart, IN

Activity S-8

Flannel Book Reports

Each student selects a favorite part from a book he has read. The student then draws objects and characters that are part of the book. These drawings are cut out and a piece of flannel is glued behind each object or character. Each student places his scene on the flannel board and presents the short play to the class. The student gives the author, title and details of the book to the class before the presentation begins. The class may invite other classes to attend performances at a later date.

Patricia Brandon
Forest Hill Elementary
Hamilton-Southeastern Corporation
Noblesville, IN

Activity S-9

Picture Speaking

The teacher prepares a picture file of familiar subjects for the students to use. A student is selected and he chooses a picture to tell a story about. The story can be recorded and placed in the listening center along with the picture for students to enjoy all year long.

Vigo County School Corporation
Terre Haute, IN

Activity S-10

Interviews

Each student selects a person he wishes to interview. The student writes the interview questions in advance of the interview. The interview can be recorded and played for the entire class.

Vigo County School Corporation
Terre Haute, IN

CONTENTS - LISTENING ACTIVITIES FOR ELEMENTARY GRADES

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L2*	Vocabulary Listening
L3	"Listen Up!"
L4	Listen and Draw Stories
L5	Sharing Groups
L6	Listening to Christmas Tree Directions
L7	Pattern Stories
L8	Noun Listening
L9	Animal Bluff
L10*	Curious Traveler

*Indicates activity suitable for Secondary and/or Junior High students.

Activity L-1

Story Retelling

The teacher reads a story to the class. Three students are chosen to retell the story or parts of the story in their own words. Students can also read a story that they have written and have the students retell their original stories. The teacher should select fiction, non-fiction, poetry and plays to read to the class.

Sue Ann King
Indian Meadows Elementary
Southwest Allen County
Fort Wayne, IN

Activity L-2*

Vocabulary Listening

Have each student listen on a specified day for all the words for which they don't know the meaning. Each student writes her words and looks up the definitions. The students write a story trying to use as many of these words as possible.

Roberta Roth
Frontier Middle School
Frontier School Corporation
Brookston, IN

Activity L-3

"Listen Up!"

Select different students to take turns recording stories from various books on cassettes. The students in the classroom take turns listening to a cassette. After each student listens, she draws a picture of one part of the story. After every student has completed this activity, the students arrange the pictures in sequence and rewrite the story to go with the pictures. The stories can be placed on a bulletin board for the whole school to enjoy.

Linda Evans
Central Elementary
Lawrenceburg Community Corporation
Lawrenceburg, IN

Activity L-4

Listen and Draw Stories

The teacher instructs the students to close their eyes while she reads a short story or poem to the class. The students then discuss the story with each other or in small groups. After the discussion, the students create a picture about the story they heard. Each student can write three complete sentences to go with her picture, if desired. Older students may want to rewrite the ending of a story or select a character from a story and write another story about the same character.

Melea Kercheval
Clinton Central Elementary
Clinton Central Corporation
Michigantown, IN

Activity L-5

Sharing Groups

Three or four students are selected as "Sharers" for the day. The sharers are placed in different spots around the classroom. The other students in the class are divided into three or four equal groups and visit one of the sharers. The sharers tell about their object or a story to the group and often the other students in the group tell about things they have that are like the object being shared. Each group rotates until each sharer has had the opportunity to share with each group.

Joette Scheck
Kyle Elementary
Portage Township Schools
Portage, IN

Activity L-6

Listening to Christmas Tree Directions

The teacher prepares a dittoed Christmas tree for each student and reads the following directions for the students to follow:

1. Draw 7 blue ornaments on the tree.
2. Put a yellow star at the top of the tree.
3. Put 8 round orange ornaments on the tree.
4. Make a yellow angel in the center of the tree.
5. Make 3 purple ornaments. Put one at the top, one at the bottom right corner and one in the bottom left corner of the tree.
6. Draw a string of colored lights on your tree.
7. Color the base of the tree red.
8. Fill the rest of your tree with red ornaments.
9. Make your tree sparkle with yellow tinsel drawn on the tree.
10. Add 3 presents underneath the tree.

When the trees are finished they may be placed on bulletin boards for the Christmas holidays.

Willard H. Fasick
Hailmann Elementary
LaPorte Community Corporation
LaPorte, IN

Activity L-7

Pattern Stories

The teacher reads a "pattern story" such as The Little Red Hen. The students listen for cues and supply the repetitive phrases, such as "Not I," said the cat. A repetitive line from The Three Pigs would be "I'll huff and I'll puff and I'll blow your house down." As a follow up activity the students can take parts of the story to dramatize. Other repetitive books are:

* The Gingerbread Boy
* Caps for Sale
* Can I Keep Him?
* Brown Bear, Brown Bear
* Where the Wild Things Are
* Millions of Cats
* Why Mosquitoes Buzz in People's Ears
* Henny Penny
* Something Queer is Going On
* Rapunzel
* Goldilocks and the Three Bears

Stephen Decatur Elementary
MSD Decatur Township
Indianapolis, IN

Activity L-8

Noun Listening

The teacher plays a record with words that are easily understood by the students. The students are instructed to list every noun that they hear. Discuss nouns that are listed. Place the words on a paper cut in the shape of a circle to look like a record. When the project is completed the records can be displayed on a bulletin board.

Sherill Brown
Triton Elementary
Triton Corporation
Bourbon, IN

Activity L-9

Animal Bluff

In this game students form a circle. A student is chosen to be "it." The student who is "it" is blindfolded and takes a position in the center of the circle. All the other students are animal actors. The teacher, or leader, secretly assigns to each student the part of an animal such as a dog, cat, lion, hen, rooster, pony, or mouse.

The blindfolded student tries to identify one of the animal actors. The student who is "it" calls upon some animal by saying, "Speak! dog, speak!" or "Speak! lion, speak!" The animal actor answers with the characteristic vocal sound; that is, with a growl, bark, bray or cackle. The blindfolded student has three guesses in which to identify the person making the animal sound. If successful, the blindfolded student and the actor change places, and the actor becomes the new "it". Failing, the blindfolded student calls on another animal to speak.

Activities for Listening and
Creative Thinking
Plainfield Community Schools
Plainfield, IN

Activity L-10*

Curious Traveler

The teacher begins by telling the students that each of them is going to be a "curious traveler". The teacher then gives the following directions and the students act them out:

"The traveler stood up. (students stand)
He looked to the North.
He looked to the South.
He looked to the East.
He looked to the West.
He then turned around and faced the North.
Then the West.
Then the South.
Then he stood on tiptoe to see over his neighbor's shoulder.
He smiled at what he saw
and he sat down."

The game is then repeated using modified directions. The teacher can also make up directions according to objects in the room; for example, the chalkboard, windows, etc. The students or the teacher may also add or substitute other things for the traveler to do such as putting a pack on her back. Students can serve as "directors" after they become familiar with the game. (Caution students to do their own thinking rather than watching a neighbor.)

Activities for Listening and
Creative Thinking
Plainfield Community Schools
Plainfield, IN

Reading

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R2	Story Spiders
R3	"Book Busters"
R4	Five Dot Reading
R5	Nonsense Flip Sentences
R6	Vocabulary Review and Reinforcement
R7*	Visualize a Vocabulary Word
R8	Phonics Drill Game
R9	Vocabulary Cards
R10*	Trivia Pursuit Reading Game
R11*	Sightword or Vocabulary Football
R12	Vocabulary Climb
R13	Cracked Eggs
R14	Spelling Cards
R15	Dictionary Relay

*Indicates activity suitable for Secondary and/or Junior High students.

Activity R-1

Pioneer Reading

The students read or the teacher reads aloud the eight (8) books in the "Little House" series by Laura Ingalls Wilder during the school year. One of the following activities can be used after each book is finished or a Pioneer Day can be planned for the end of the school year after the series has been completed. Students can:

* Make spice apples or oranges to hang in the classroom.
* Hang tea leaves to dry in the classroom and later make a pot of tea.
* Make white or coarse brown bread.
* Make sourdough biscuits.
* Autograph albums and name cards.
* Make a time line of the activities that occurred in each book.
* Draw a map of the United States showing each locality referenced in each book.
* Make a filmstrip or slide presentation using student's narration and illustrations of one part of a book that was exciting.
* Have an old-fashioned school day patterned after Laura's school experiences.
* Make horn books.
* Write on small chalkboards instead of paper for the day.
* Dress in old-fashioned clothes.
* Have a spelling bee etc..

Ethel Stutzman, Sue Bailey, Connie Ganger
Model Elementary
Goshen Community Schools
Goshen, IN

Activity R-2

Story Spiders

The teacher distributes a dittoed spider to each student. (The students can also draw their own spiders if desired.) They are instructed to write the main idea of the story they read on the spider's body. The students select the details of the story and write them on the eight legs of the spider. The spiders can be displayed in the classroom for the students to read. This activity can be used in reading groups.

Kay Smith
St. Charles Boromeo
Bloomington, IN

Activity R-3

"Book Busters"

The teacher organizes a "Book Busters" club or program. The rules are written on poster board with an enlarged "Book Busters" badge at the top and posted in the classroom. The title for the poster can read WANTED: BOOK BUSTERS. The rules are as follows:

1. Find an interesting book to read.
2. Bring your book to the teacher or aide to have it accepted.
3. Read the book.
4. When the book is finished bring it to the teacher or aide and tell about the story in your own words.(Older students write book reports).
5. Receive your official Book Buster badge.

Each time a student reads a book, he is credited with a Book Buster badge. The badges can be displayed in the classroom on in the hallway.

Book Buster badge pattern:

Kimberly Gray
Northwestern-Howard Elementary
Northwestern Corporation
Kokomo, IN

Activity R-4

Five Dot Reading

Each student selects a book to read at the correct reading level. The reading textbook may be used for this activity. Each student is encouraged to practice reading one page in his book until it can be read without any mistakes. When the student is ready he can read the page to the teacher or aide. If no mistakes are made, then he receives a dot on the reading chart displayed in the classroom. When a student receives five (5) dots on the chart, he can choose a special activity. The activity may be at a learning center, media center, library or free time during the school day to read, etc.

Mary Bede Betz
Perry Central Elementary
Perry Central Community Schools
Leopold, IN

Activity R-5

Nonsense Flip Sentences

The teacher staples two sheets of paper together for each student. Draw a line across each sheet, two inches from the bottom of the page. The students are instructed to draw a monster or animal's head on one sheet of the paper and his body and tail on the other sheet. In the space below the line each student writes a sentence about his monster or animal. Have the students keep the subject of the sentence on the left paper under the head and the predicate on the right side under the body or tail of the monster or animal. Place all the stories in a pile and then the students can read the nonsense sentences by flipping either one side or the other.

This mean monster	eats older brothers.

Nancy Berry
Franklin Elementary
Logansport Community Corporation
Logansport, IN

Activity R-6

Vocabulary Review and Reinforcement

Each student has an envelope somewhere in the classroom; on the wall, bulletin board, chart stand, etc. As the students enter the classroom, they immediately take a vocabulary card from their envelope and follow the activity directions on the card. (Activities should not take longer than 5 minutes for the students to complete.) Each student reads his acitivity to the class and carries it out for everyone to see and gives any explanation that is necessary. The activity should require the students to demonstrate that they understand the definition of a given vocabulary word that has been previously defined and discussed in class.

EXAMPLES: (Vocabulary word is underlined in each sentence of the activity.)

1. Go to the teacher's closet and get a piece of paper out of the scrap box and discard it.

2. Write your name on a piece of paper and tape it to the interior of the closet door.

3. Draw a line 6 inches long on the front chalkboard. Now extend the line 4 inches.

4. Get an authentic signature from someone in the classroom.

Sue Ellen Lind
Edgar Miller Elementary
Merrillville Community Corporation
Merrillville, IN

Activity R-7*

Visualize a Vocabulary Word

The teacher assigns each student a word to illustrate on the overhead projector. The student is instructed to look up the definition of the word and define it in a sentence. Give one plastic sandwich bag to each student. Have permanent markers and coloring books available. (Children who can't draw well can trace pictures through the plastic bag.) When the projects are finished, each student presents his word and illustration for the class. All the students are required to copy the word and definition in their vocabulary notebooks.

J. Weaver
Wilbur Wright Middle School
Town of Munster
Munster, IN

Activity R-8

Phonics Drill Game

The teacher divides the students in the classroom into 2 teams. The teams line up facing the chalkboard. The teacher writes a nonsense syllable on the chalkboard and the first student who can sound out the syllable wins a point for his team. The teacher can decide how many points will constitute a game. Do not use real words. Use syllables such as zim, thip, trice, etc.

Sally Radivan
Kyle Elementary
Portage Township Schools
Portage, IN

Activity R-9

Vocabulary Cards

The teacher prints vocabulary words on stocking shapes. Print the words "Ho-Ho-Ho" on several stockings. The students take turns reading the words. When they come to a "Ho-Ho-Ho," they pass the stack of cards to the next student. The student with the most stocking cards at the end of the game is the winner. The vocabulary cards can be made in the shape of animals and their vocal sound can be placed on the cards; i.e., owl shaped cards with the words "Hoot-Hoot" in place of "Ho-Ho-Ho" on the stockings.

Betty Southworth
South Decatur Elementary
Decatur County Schools
Greensburg, IN

Activity R-10*

Trivia Pursuit Reading Game

The rules of the game are:

1. Each student reads critically and ferrets out a trivia type question from the selected readings.

2. The teacher divides the class into two teams.

3. The teacher or a selected leader reads the questions to the class.

4. The student who holds his hand up first either answers the question correctly and receives a point for his team or, if incorrect, subtracts a point for the team.

5. All missed questions are not repeated until all other questions have been asked. (A question that is missed is not given to the next hand up, but put back in the pile and asked at a later time.)

Encourage the students to select minute facts of interest and importance in the story to be used as questions.

Nancy Elliott
South Decatur Junior High
Decatur County Community Schools
Greensburg, IN

Activity R-11*

Sightword or Vocabulary Football

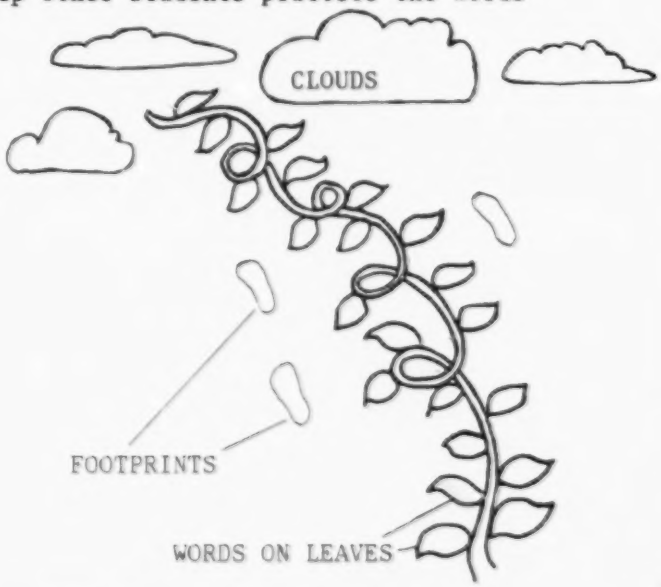
The teacher marks a rectangular-shaped piece of cardboard like a football field, then makes a paper football to keep score. Divide any size group of students into two teams and take turns allowing them to pronounce sightwords, vocabulary words, etc. Each time a word is pronounced correctly, move the football toward the goal line. The first team to score a touchdown wins. If a word is missed, the opposing team gets the football moved toward its goal line.

Jane Bruner
Central Elementary
Lawrenceburg Community Schools
Lawrenceburg, IN

Activity R-12

Vocabulary Climb

On a bulletin board, wall or chart, the teacher makes a "beanstalk" growing upward. As words are introduced and used in reading instruction, the words are written on the leaves of the "beanstalk." Each student is given a "footprint" with his name on it. At the end of the week or end of a reading section in the basic reader, each student can see how many words he can read, moving the footprint upward. When a student misses, he stops at the point until the next time selected to "see how high he can climb." Separate "beanstalks" can be made for each reading level or one large one to include all levels. When a student reaches the top, his footprint is placed "in the clouds" and he is rewarded with an "I Reached the Clouds!" certificate. After a student reaches the top and has received his certificate, he can help other students practice the words during study time.

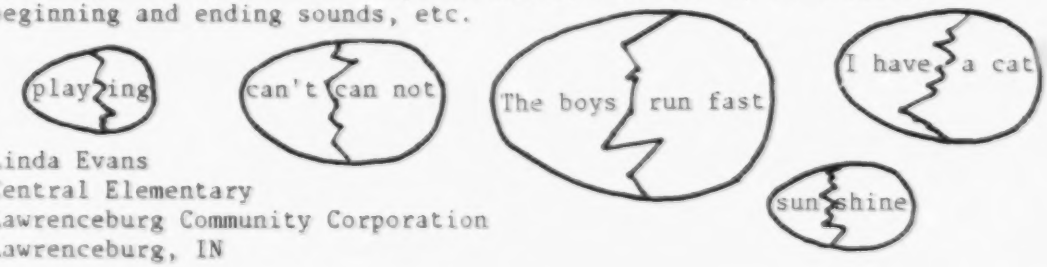


Linda Evans
Central Elementary
Lawrenceburg Community Corporation
Lawrenceburg, IN

Activity R-13

Cracked Eggs

The teacher cuts several "egg shapes" from poster board. On each egg write a sentence. Then, cut a crack through the sentence like a puzzle. Mix up all the pieces and students find the two parts that match -- in meaning as well as matched cracks. This idea can be used for many skills, such as compound words, word forms, math facts, beginning and ending sounds, etc.



Linda Evans
Central Elementary
Lawrenceburg Community Corporation
Lawrenceburg, IN

Activity R-14

Spelling Cards

The teacher makes a set of flashcards with a letter of the alphabet on each card. One flashcard is given to each student. The students take turns putting the letters in order along the chalktray. The teacher can also say a short vowel word and ask a student to hold up the beginning sound, another to hold up the vowel sound and another to hold up the ending sound. This activity can be modified to spell words containing more than three letters.

Pam Caplinger
Central Elementary
Lawrenceburg Community Corporation
Lawrenceburg, IN

Activity R-15

Dictionary Relay

The teacher divides the class into equal groups. The students are arranged in rows. The students in the front of the rows will compete with each other. Each student must have a dictionary. The students must keep their dictionaries closed until the teacher tells them to go. The teacher places a word on the chalkboard and the students are instructed to "go". The students race to see who can find the word in the dictionary first. As soon as the word is found, the student goes forward and places the page number on the chalkboard behind the word. That student wins a point for his team. At the conclusion of the game, the team with the most points wins.

Cynthia Lewis
Goodland Elementary
South Newton Corporation
Goodland, IN

CONTENTS - WRITING ACTIVITIES FOR ELEMENTARY GRADES

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W2	Animal Story
W3*	"Dear Diary ..."
W4	Footprint Stories
W5	Picture View Stories
W6	Bio-Poems
W7*	Dictionary Writing
W8*	Written Conversation
W9*	Creative Story Starter Cards
W10	Weekend Stories

*Indicates activity suitable for Secondary and/or Junior High students.

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Activity W-1

STORY WRITING

The teacher covers four (4) Pringle cans with contact paper and labels each of the cans with one of the following titles:

* Theme
* Plot
* Main Character
* Setting

Type or print twenty (20) or thirty (30) examples on slips of paper and place them in the appropriate containers. Have the students select one (1) slip from each of the containers and use the ideas as guidelines to write an intriguing creative story.

Desma Smith
Forest Hill Elementary
Noblesville School Corporation
Noblesville, IN

Activity W-2

ANIMAL STORY

Each student chooses an animal of interest to her. The students are instructed to take notes from encyclopedias, books, nature magazines, etc., on the characteristics and habits of selected animal's species. Example:

* food
* natural habitat
* care and nurture of offspring
* natural enemies

The students then name their animals and write a long, realistic animal adventure story. Illustrations may be added.

Janet Kloeker
Redding Elementary
Seymour Community Schools
Seymour, IN

Activity W-3*

"Dear Diary ..."

The teacher instructs the students to read a biography of their choice. They should be encouraged to take notes on important events or parts of the book they especially enjoy. After the book is completed, each student is instructed to compose a twenty (20) entry diary from the other person's point of view. The diary should span a minimum of five (5) years.

Midolla J. Wease
Hamilton-Southeastern Middle School
Hamilton-Southeastern Corporation
Noblesville, IN

Activity W-4

Footprint Stories

Advanced activity preparations: Cut twenty (20) footprints. Place a few cookie crumbs on a plate.

The teacher places two (2) footprints outside the closed classroom door. (This can be done while the students are out of the room.) Place sets of footprints around the classroom (on the ceiling, walls, on desks, etc.) Open windows and place a pair of footprints going outside. Place the plate of cookie crumbs where the students will see them. When the students return to the classroom, let them discover what happened in their absence. The students write a story telling what they think was in their room and why. Make a bulletin board display of the finished stories.

Kathy Havens
Hamilton Heights Elementary School
Hamilton Heights Corporation
Arcadia, IN

Activity W-5

Picture View Stories

The teacher shows the students a poster or picture with an interesting scene. The students are allowed to look at the poster or picture for a designated period of time. Then they are instructed to write a short story about what they thought would happen next in the poster or picture scene. The students are to include as many details as they can remember from the poster or picture. After the stories are completed, each child has the opportunity to read her story to the class.

Kellie Carter
Hamilton Heights Elementary School
Hamilton Heights Corporation
Arcadia, IN

Activity W-6

Bio-Poems

Students write biography poems using the following pattern:

Line 1-Your first name only
Line 2-Four traits that describe you
Line 3-Sibling of (son or daughter of)
Line 4-Lover of (3 items)
Line 5-Who feels (3 items)
Line 6-Who needs (3 items)
Line 7-Who gives (3 items)
Line 8-Who fears (3 items)
Line 9-Who would like to see (3 items)
Line 10-Resident of (your city); (your road name)
Line 11-Your last name only

When the poems are finished they may be either read to the class or used for a class poem book.

Christy Dormady
Hamilton Heights Elementary
Hamilton Heights Corporation
Arcadia, IN

Activity W-7*

Dictionary Writing

Arrange for the students to examine several types of dictionaries. Each student then writes her own dictionary. Explain to the students that each of their dictionaries will be a specialized dictionary. It will be written for a specific interest group on a specific subject. Some possible subjects that students may select are:

* cooking
* energy/conservation
* a sport (basketball, volleyball, tennis, golf, football, etc.)
* a hobby (stamp collecting, coin collecting, etc.)
* dance
* cars
* science
* first aid
* space exploration
* radio
* television
* computers
* camping
* astronomy

Each student's dictionary must simulate a regular dictionary, standard or pocket size. It must have a cover, a title page, a dedication, a key to abbreviations, and a minimum of____entry words. (The teacher decides on the desired number of entry words.) Each citation should include the phonetic spelling and pronunciation, part of speech label, definition, and a sentence illustrating usage.

Mrs. Desko
Wilbur Wright Middle School
Town of Munster
Munster, IN

Activity W-8*

Written Conversation

The teacher gives each child a sheet of paper. The class is divided into pairs. One student in each pair begins the activity by asking the other student a question. The written exchange goes back and forth with each student answering and asking questions. It is important that no verbal communications be used!!! Students can change partners or may communicate in groups of three or four. The teacher may wish to collect the written conversations to read or add comments.

Patti Bates
Plymouth Community Schools
Plymouth, IN

Kay Smith
St. Charles School
Bloomington, IN

Activity W-9*

Creative Story Starter Cards

The teacher makes creative writing activity cards by using interesting pictures from magazines or other sources. Glue a picture to the front of an index card. On the back, write several thought-provoking sentence starters, or the first paragraph of a story for students to complete. A list of suggested words to be used in the story can also be added to the card. The students can make a title for the completed story along with illustrations. Laminate the story cards before using.

Joyce Rains
Blue River Valley Elementary
Blue River Valley Corporation
Mount Summit, IN

Activity W-10

Weekend Stories

On Monday, each student writes a short story about her weekend. The younger children can begin by drawing a picture of their weekends. As their skills improve, they can begin writing simple sentences to go with the pictures. The stories then can be displayed on a bulletin board or put into a folder to be taken home at the end of the school year.

Connie Shei
Crichfield Elementary
LaPorte Community Corporation
LaPorte, IN

SECONDARY ACTIVITIES

Speaking, Listening, Reading and Writing

CONTENTS - ACTIVITIES FOR SECONDARY GRADES

ACTIVITY NUMBER	ACTIVITY TITLE
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W2	"A What If? List of Story Ideas"
W3	News Stories
W4	"Careers"
W5	Television Writing
W6	Noting Characteristics
S1	"Careers"
S2	Business Talk-Selling!
R1	Newspaper Reading
R2	Synonym Bingo
L1	Something is Missing
L2	Listening to Announcements

*Additional secondary activities are included in the Elementary Section. Please refer to section indexes.

S Activity W-1

Class Poem

The teacher directs the class to write a story-type class poem.

The rules are:

1. The first student writes a line which describes the setting of the poem.

2. The second student begins the narrative and rhymes with the last word of the first line.

3. The third student continues the narrative.

4. The fourth student continues the narrative and rhymes with the third line.

5. The fifth student then continues the narrative.

6. This procedure continues until every student in the class contributes to the poem.

As the poem is being passed from student to student, the teacher should remind the students that every other line must rhyme and that each line should contribute to the overall storyline of the poem. Encourage the students to employ imagery or "word pictures" to enhance the overall effect of the poem.

Karen Gault
South Decatur High School
Decatur County Community Schools
Greensburg, IN

S Activity W-2

"A What If? List of Story Ideas"

Each student begins a "What If?" file. Students think of various story starters beginning with "What If____" and places them either on index cards or on a notebook page. They can add new entries during the year as ideas occur. When students have a creative writing assignment they can consult their "What If?" file and find an idea for their story.

Karen Gault
South Decatur High School
Decatur County Community Schools
Greensburg, IN

S Activity W-3

News Stories

Students are given a newspaper picture and instructed to create a headline and a story that will go with the picture. The students are reminded to use the five W's. The students exchange stories and become editors. They check each other's papers using the following symbols:

* Who----underline
* What---put in brackets
* When---circle
* Where---underline twice
* Why---draw a box around

Students can make a class newsbook of the stories or display them on a bulletin board.

Diane Free
Concord Junior High School
Concord Community Schools
Elkhart, IN

S Activity W-4 and S-1

"Careers"

The students are instructed to write their own job segments. Each student summarizes his skills, educational background and experience in a paragraph after he has selected a career. The following directions are given to the students:

* Choose a career that sounds intersting to you.
* Gather the following information on that career.

  Educational requirements
  Type of work performed
  Skills required
  Personal qualifications
  Employment outlook
  Hours and salary

* Write the job summary.
* Practice your presentation and be prepared to read your summary in front of the video-tape camera, remembering to utilize the following speaking skills: eye contact, clear speech at appropriate speed and effective tone and volume control.

Karen Gault
South Decatur High School
Decatur County Community Schools
Greensburg, IN

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S Activity W-5

Television Writing

Each student writes about a television program he has watched. The essay should include his reason for viewing as well as information regarding acting, script, sound effects, and the overall production effort.

Vigo County Schools
Terre Haute, IN

S Activity W-6

Noting Characteristics

Each student makes a list of characteristics which describes his favorite television character, favorite television program, etc. (Barnaby Jones - tall, gray hair, elderly, inquisitive, clever, etc.) These may be read to the class and students can try to identify the character or program.

Vigo County Schools
Terre Haute, IN

S Activity S-2

Business Talk-Selling!

Review with the class the "five P's" of salesmanship -- psychology, planning, presentation, perseverance, and personality. Remind the students that a good sales speech must: get attention; state the case logically and clearly; win confidence; appeal to human motives; make it easy for people to act; and have a good conclusion that calls for action.

Five students are selected for a selling competition. Each will be a magazine salesman selling Sports Illustrated, Hot Rod, Seventeen, etc. Furnish each student salesman with a copy of the magazine that he selected from the school library. The rest of the class will be prospective buyers supplied with play money with which to buy the magazine of their choice. Each salesman will prepare a sales talk and present it in turn. When all the talks have been completed, each salesman has ten minutes to pass among the buyers and make as many sales as possible. Buyers may purchase up to three magazines, but their choices should be based on the effectivenesses of the sales "pitch." When the contest is over, discuss the results:

1. Which salesman got the most subscriptions? Was it due to his clever use of psychology, his good planning, his interesting presentation, his appealing arguments, or his personality?

2. How could all of the talks have been improved? Consider the non-verbal as well as the verbal aspects of the sales speeches.

Vigo County Schools
Terre Haute, IN

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S Activity R-1

Newspaper Reading

The teacher posts a sign-up sheet in the classroom at the beginning of the week. A student signs up to read a newspaper article for each day of the week. The articles are chosen by the teacher - human interest, current events, etc. If a student brings in an article, she receives extra credit and also has the opportunity to read it to the class. The teacher should try to select articles that will generate lively discussions and that introduce new vocabulary to the students.

JoAnne Marlow
Concord Junior High School
Concord Community Schools
Elkhart, IN

S Activity R-2

Synonym Bingo

The teacher selects 25 - 30 new vocabulary words and writes them on the chalkboard. Each student is given a piece of paper divided into 25 boxes. A different vocabulary word is written in each box. The teacher has a set of cards with synonyms of the vocabulary words. These synonyms are called like bingo numbers. Each student marks his card with pieces of paper. After a bingo, the winning card is checked by the winner reading the vocabulary word and the teacher repeating the synonym. One or two words and synonyms may also be discussed between games. The game may also be used as a review activity.

Vocabulary Word	Synonym
timid	shy
mutter	mumble
despise	dislike
remorse	regret

Diane Free
Concord Junior High School
Concord Community Schools
Elkhart, IN

S Activity L-1

Something is Missing

Each student takes turns spelling a familiar word, omitting a letter. The student indicates where the missing letter is located in the word by a pause. (e.g., exc-ted) The word is also used in a sentence. The other students try to guess the missing letter. The student who correctly guesses the largest number of missing letters is the winner. Modifications are: the students write the words, supplying the missing letters, or the words may be the vocabulary words for a specific subject.

Activities for Listening and
Creative Thinking
Plainfield Schools
Plainfield, IN

S Activity L-2

Listening to Announcements

The teacher or student leader gives the following directions to the class:

"On the first line of your paper write the word who. Below this, write what. On the third line write when and under that write where. Now listen carefully while I read this announcement." After the teacher or leader has read the announcement, each student writes the correct information after each word on his paper. Each student who has written all of the basic facts correctly gets one point. After this is done for several announcements, the student with the greatest number of points is the winner. The winners' names can be added to a Good Listening Club. The announcements may be humorous to add interest. Students can write the announcements as a writing activity.

Activities for Listening and Creative
Thinking
Plainfield Schools
Plainfield, IN